2019-20 Valley Elementary: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Valley Elementary School
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TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Schools 3
Understanding Continuous Improvement: The Needs Assessment 4
Protocol 5
Current State 6
Priorities/Concerns 7
Trends 8
Potential Source of Problem 9
Strengths/Leverages 10
Attachment Summary 11

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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Using the PDSA as a guide our Instructional Leadership team analyzed data from our 2018-2019KPREP proficiency and GAP results, Spring 2019 and Fall 2019- MAP assessment results and our 5 year trend. Our ILT team meets a minimum twice a month to discuss data and any other issue within our instructional curriculum.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

With the current nonacademic state, Valley attendance is around the 94% to 95% with very fewbehavioral issues. Please see the uploaded file to see academic state.

ATTACHMENTS

Attachment Name

Academic State

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

See attachment

ATTACHMENTS

Attachment Name

Areas of concerns

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Our 5 year trend shows a steady increase of proficiency with KPREP and MAP data. SpecificallyMath has shown drastic improvement. Elementary Math has gone from 67% proficiency rate in2014 to 77% proficiency rate in 2017 to 88.9% in 2018, while the middle school has gone from a 47% proficiency ratein 2014 to a 62% in 2017 to 68.2% in 2018.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

KCWP 5: Design, Align and Deliver Support will be our focus to ensure that our school doesn't develop Gaps and continue to be successful. KCWP 4: Review, Analyze and Apply Data will also be utilized to ensure that all instruction will be intentional.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

1. Develop a clear defined RTI Plan and schedule 2. Implement & commit to a purposeful monitoring for continued improvement of the RTI plan, 3. Ensure all users of Data use the information to benefit Student learning. These 3 need to be developed, Monitored and evaluatedfor improvement. This will be done so by our Admin walk throughs, PLC protocol and ILT. It willalso be documented on our 45 day plan and CSIP.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Academic State		•
Areas of concerns		•
Strengths and weakness		•